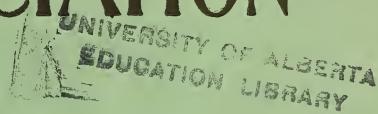


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A STUDENTS' WORKBOOK IN MUSIC APPRECIATION



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A STUDENTS' WORKBOOK

IN

MUSIC APPRECIATION

By

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1938

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First published, August 1936

Reprinted with corrections, August 1937

Reprinted August 1938

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PREFACE

THIS course in Music Appreciation seeks to develop a new conception: music is to be *listened to* rather than merely *heard*. Emphasis is placed on pupil activity (referred to as "listening") and a wide distinction is drawn between this activity and "hearing," which is passive and which demands little or no response. Participation induces interest. The graded lessons in this workbook, it is hoped, provide ample opportunity for the pupil to set up his own standards of music; to record his ever-widening discoveries about the sound of instruments, the voices of instruments in relation to the human voice, the relationship of harmony and melody, and the first principles of rhythm; and to evaluate in comparison with others his own reactions to music.

Each lesson in the course is designed to last from twenty to thirty minutes. It is suggested that additional records of the teacher's choice be played for the balance of the period. Four achievement tests attempt to measure the progress of the pupil in accurate listening and in appreciation. Both lessons and tests have been revised in the light of an experimental use of them involving five hundred students.

The authors take this opportunity of expressing their thanks to Miss N. Emily Tedd, Supervisor of Music, Toronto, for her many valuable criticisms and suggestions. Thanks are also due to *The School* for permission to use certain material which first appeared in its columns.

THE AUTHORS

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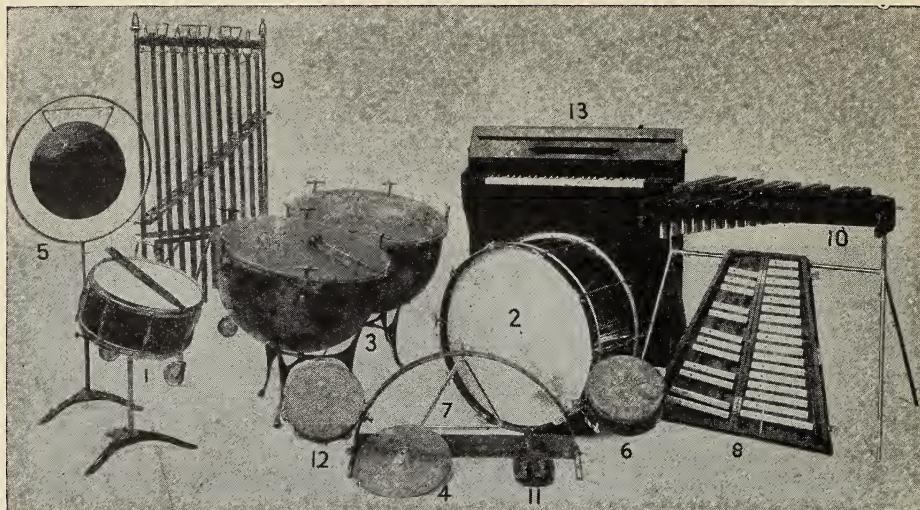
Photo by M. Robert Rogers.

(European Picture Service.

A SYMPHONY ORCHESTRA

The New York Philharmonic Symphony Society's Orchestra playing its opening concert of the 1936 Summer season at the Lewisohn Stadium in New York City. This orchestra broadcasts on Sunday afternoon over the Columbia Broadcasting System.

1. PERCUSSION INSTRUMENTS



(Courtesy of Canadian Music Trades' Association.)

The instruments in this photograph have been numbered in the order in which they are played on the recording.

1. a. Write the names of the instruments you hear.
b. Write the correct answers as the record is being replayed.
c. As the record is being played, indicate whether each instrument heard produces notes of only one pitch, or notes of different pitch.

YOUR ANSWER

CORRECT ANSWER

1 or +

1. _____

1. _____

1. _____

2. _____

2. _____

2. _____

3. _____

3. _____

3. _____

4. _____

4. _____

4. _____

5. _____

5. _____

5. _____

6. _____

6. _____

6. _____

7. _____

7. _____

7. _____

8. _____

8. _____

8. _____

9. _____

9. _____

9. _____

Percussion Instruments

- | | | |
|-----------|-----------|-----------|
| 10. _____ | 10. _____ | 10. _____ |
| 11. _____ | 11. _____ | 11. _____ |
| 12. _____ | 12. _____ | 12. _____ |
| 13. _____ | 13. _____ | 13. _____ |

2. *Chant of Snake Dancers* (Hopi Indian Tune)

- a. With the singers is heard a (bell, tom tom, snare drum).
- b. This accompanying instrument sounds (one, more than one) note.
- c. The purpose of this accompaniment is to (add to the melody, beat time):

3. *Habanera* (Bizet)

- a. The instrument on which the melody is played is a (percussion, wind instrument).
- b. (Tambourines, triangles, castanets) are heard in this selection.

4. *Waltzing Doll* (Poldini)

- a. This selection, played on the (celesta, piano), reminds one of a (grind organ, music box, player piano).
- b. The sound is produced by a (string, bell).

5. *Legend* (Planquette)

- a. The opening notes are played on the (chimes, cymbal, triangle).
- b. The melody is played by the (bells, piano, harp).

6. *Evening* (Kullak)

- a. Two instruments heard are (bells, snare drum, celesta, tom tom).

2. STRINGS: VIOLIN, VIOLA



(Courtesy of Canadian Music Trades' Association.)

THE INSTRUMENTS OF THE STRING CHOIR

From left to right they are: violin, viola, violoncello, contrabass.

1. a. Oral review of the names of the percussion instruments.
b. Write the names of the percussion instruments as they are played.

1. _____	5. _____	10. _____
2. _____	6. _____	11. _____
3. _____	7. _____	12. _____
4. _____	8. _____	13. _____
9. _____		

Strings: Violin, Viola

2. *Theme from Concerto* (Bruch)

- a. The instrument heard is a (percussion, stringed) instrument.
- b. The solo instrument is the (violin, viola).
- c. It is being played (alone, with other instruments).

3. *Theme from "Die Freischütz"* (Weber)

- a. The instrument heard in this selection sounds (higher, lower) than the instrument heard in question 2.
- b. This solo instrument is the (violin, viola).

4. *Toreador Song from "Carmen"* (Bizet)

- a. This melody is being played on the (violin, viola).
- b. The (violin, viola) is heard (alone, with other instruments).

5. Make sentences which express correct statements by filling in the blanks:

- a. The _____ sounds higher than the _____.
- b. Judging from the pictures, the only difference between the two instruments is in _____.
- c. The violin sounds _____ than the viola because it is _____.
(higher, lower) (larger, smaller)
- d. There are _____ strings on each of these instruments.
- e. The sound is produced by the _____ being drawn across the strings.

6. Underline the name of the instrument which is being played with the piano or orchestra.

- a. *Serenata* (Moszkowski) violin, viola
- b. *Gavotte* (Popper) violin, viola
- c. *Minuet* (Paderewski) violin, viola
- d. *Humoresque* (Dvorak) violin, viola
- e. *Lullaby* (Brahms) violin, viola

3. STRINGS: VIOLONCELLO, CONTRABASS

Note: The correct names of the instruments are given in the title of the lesson. Throughout the book the more popular names of "cello" and "bass violin" will be used.

1. Underline the word which best describes how the sound of these instruments makes you **FEEL**, and suggest other words which seem to apply.

'Cello—sad, contented, _____

Bass Violin—amused, cold, -----

- ## 2. *Song to the Evening Star* (Wagner)

- a. This melody suggests feelings of (restlessness, restfulness).
 - b. The melody is played on the ('cello, bass violin).
 - c. The ('cello, bass violin) is heard (alone, with other instruments).

- ### 3. *Cradle Song* (Schubert)

- a. This selection is played on the ('cello, bass violin).
 - b. A (piano, harp, orchestra) can be heard.
 - c. Underline terms which apply to this selection.

exciting, soothing, march, lullaby

slow, fast varying time, regular time

4. Underline the word which is most closely associated in idea with the sound of the instruments heard, and suggest other IDEAS which you would associate with the sounds.

'Cello—church, roads, -----

Bass Violin—flowers, waves, _____

- ## 5. *The Elephants* (Saint-Saens)

- a. This selection is played on the ('cello, bass violin).
 - b. A (piano, harp, orchestra) can also be heard.

Strings: Violoncello, Contrabass

- c. In what ways is this selection descriptive of an elephant?
-
-
-

6. *The Swan* (Saint-Saens)

- a. The melody is played by the ('cello, bass violin).
- b. The background suggests (quiet water, crashing waves).

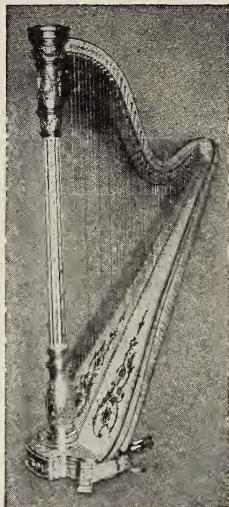
7. Make these sentences correct statements by underlining the right word (or words) in brackets:

- a. I (can, cannot) sing as low as a bass violin plays.
- b. The 'cello (is, is not) held like a violin.
- c. The 'cello sounds (higher, lower) than the bass violin because it is (smaller, larger).
- d. The player (sits, stands) while playing the 'cello.
- e. The player usually (sits, stands) while playing the bass violin.

8. *Canzonetta* (Gaspari)

- a. The instrument first heard is the (piano, harp).
 - b. The melody is first played on the (violin, 'cello).
 - c. Later the (violin, 'cello, bass violin) is heard.
 - d. The three instruments which compose this trio are:
-
-
-

4. HARP and PIANO



1. The Harp

- a. Notes are produced on a harp by (plucking, striking) the strings with (hammers, fingers).
- b. The strings sounding the highest notes are the (short, long) ones.
- c. Some strings are as long as those on a (bass violin, viola), and others are as short as those on a ('cello, violin).

2. The Piano

- a. Notes are produced on a piano by (striking, plucking) the strings with (hammers, fingers).
 - b. The position of the "harp" in the upright piano is (horizontal, vertical).
 - c. What is there about a grand piano which reminds one of a harp?
-
-
-

Harp and Piano

3. *Pianists* (Saint-Saens)

- a. While the pianists are practising, the orchestra interrupts. This seems to show (approval, disapproval) of their work.
- b. The piano has a (greater, lesser) range of notes than the violin.
- c. The piano can be made to produce (more, the same number of) notes at a given time than the viola.
- d. What advantages has the piano over all the stringed instruments?

1. _____

2. _____

4. *Waltz* (Hummel)

- a. What instrument plays the melody? _____
- b. What instrument plays the notes which accompany the melody? _____

5. *Cradle Song* (Schubert)

- a. The melody is played on the (violin, 'cello).
- b. With the solo instrument is heard the (harp, piano).
- c. The number of people playing is (one, two, more than two).

6. *Canzonetta* (Gaspari)

- a. The accompaniment is played on the (piano, harp).
- b. Two stringed instruments heard are the (violin, 'cello, bass violin).
- c. The number of people playing is (one, two, three).

Harp and Piano

7. *Gavotte* (Popper)

- a. The melody is played on the (violin, viola).
 - b. With the solo instrument is heard the (piano, harp, orchestra).
 - c. The number of people playing is (one, two, more than two).
 - d. Give one reason why the piano is used more than the orchestra to accompany solos.
-
-
-

5. BACKGROUND for MELODY



A.
Whole Picture

B.
Subject

C.
Background

1. The title of this picture is "Embroidery." It was painted by a modern Canadian artist, Mr. L. A. C. Panton, A.R.C.A.

- a. The figure of chief interest is represented in (B, C).
- b. The background is represented in (B, C).
- c. Picture (B, C) contains the greater interest.
- d. Picture _____ plus picture _____ equals picture _____.

2. *Theme from Concerto* (Bruch)

- a. This theme is played on the (violin, 'cello).
 - b. This theme may be compared to picture (A, B, C).
 - c. Reason: _____
-
-
-

3. *Chant of Snake Dancers* (Hopi Indian Tune)

- a. The chorus is accompanied by the _____.
- b. Picture B may be compared to the (melody, accompaniment) which in the chant is represented by the _____.
- c. Picture C may be compared to the (melody, accompaniment) which in the chant is represented by the _____.

Background for Melody

4. *Cradle Song* (Schubert)

- a. The melody is played on the (violin, 'cello).
 - b. Another instrument heard is the (harp, piano).
 - c. The part played on the (violin, 'cello) could be compared to picture (A, B, C).
 - d. The part played on the (piano, harp) could be compared to picture (A, B, C).
5. a. Picture C suggests the background of a (home, factory, school).
- b. A background representing a garage (would, would not) harmonize with picture B.
 - c. The tom tom (would, would not) provide a good accompaniment for the *Cradle Song*.

6. *Canzonetta* (Gaspari)

- a. The (violin, viola) is accompanied by the (piano, harp).
- b. Picture B, the subject, may be compared to the (accompaniment, melody) of the *Canzonetta* which is played on the _____.
- c. Picture C, the background, may be compared to the (accompaniment, melody) of the *Canzonetta* which is played on the _____.

7. *Adeste Fideles*

- a. The melody, played on the (chimes, bells, xylophone), is accompanied by the (piano, harp, orchestra).
- b. Picture B, the subject, may be compared to the (accompaniment, melody) which is played on the _____.
- c. Picture C, the background, may be compared to the (accompaniment, melody) which is played by the _____.

8. a. In what way does picture C help picture B in the completed picture A?
-
-
-
-
-

Background for Melody

- b. In what way does an accompaniment help a melody?

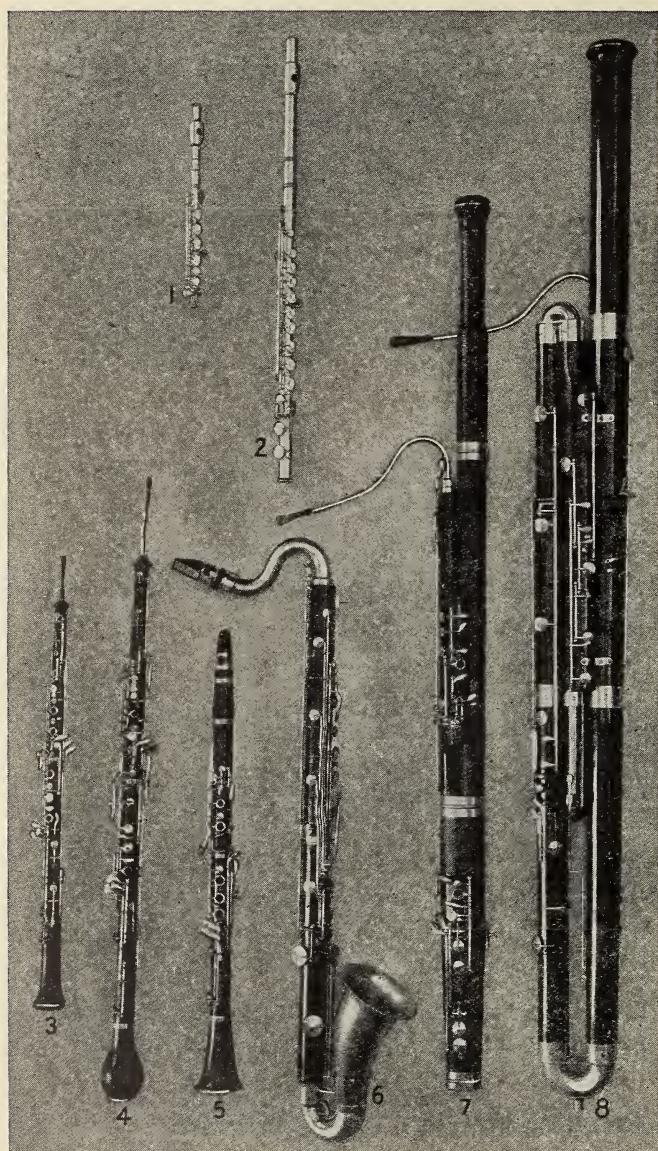
9. a. List the four musical backgrounds, or accompaniments which were heard in questions 3, 4, 6 and 7.

b. What instrument supplies the background or accompaniment when you sing in church? _____

c. Name other instruments which, by themselves, can provide a musical background. _____

6. WOODWINDS: PICCOLO, FLUTE

1. Underline the word which best describes the sound of the instruments you HEAR, and suggest other adjectives which seem to apply.



(Courtesy of Canadian Music Trades' Association.)

THE WOODWIND CHOIR

1. Piccolo, 2. Flute, 3. Oboe, 4. English horn, 5. Clarinet,
6. Bass Clarinet, 7. Bassoon, 8. Contrabassoon.

Piccolo—piercing,
mellow, _____

Flute—harsh,
flowing, _____

2. *Badinage* (Herbert)

- a. The melody is played on a (flute, piccolo).
- b. The melody is accompanied by the (piano, orchestra).
- c. I prefer to hear a solo (accompanied, unaccompanied).

3. *Elfin Dance* (Grieg)

- a. The melody is played on the (piccolo, flute).
- b. It is accompanied by the (piano, orchestra).
- c. The music suggests a (slow, fast) moving dance.

Woodwinds: Piccolo, Flute

4. *Indian Game Song* (Kinscella)

- a. The melody is played on a (flute, piccolo).
- b. The melody is (accompanied, unaccompanied).

5. Make these sentences correct statements by filling in the blanks or by underlining the right word (or words) in brackets:

- a. The _____ sounds higher than the _____.
- b. The sound of the _____ suggests excitement, and the sound of the _____ suggests a happy contentment.
- c. The piccolo sounds (higher, lower) because it is (larger, smaller) than the flute.
- d. The flute and piccolo are played by (striking, drawing a bow, blowing).
- e. The flute and piccolo are held (straight in front, to one side, under the chin) of the player.

6. *Habanera* (Bizet)

- a. The melody is played on the (piccolo, flute).
- b. It is accompanied by the (piano, orchestra).
- c. At the end is heard the (tom tom, triangle, castanets).

7. *Dance of the Flutes* (Tschaikowsky)

- a. (Two, more than two) flutes are being played.
- b. The accompaniment is provided by the (orchestra, piano).
- c. The dance is interrupted by (more flutes, trumpets, drums).
- d. The last note of the dance is played on a (cymbal, gong, triangle).

8. *Birds* (Saint-Saens)

- a. The flute suggests the (flight, song) of the birds.
- b. The flute notes are played (quickly, slowly).
- c. With the flute can be heard the (piano, orchestra).

7. WOODWINDS: OBOE, ENGLISH HORN

1. Write the names of the instruments as they are played.

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

2. *Theme from Peer Gynt* (Grieg)

- a. The (flute, oboe) plays the opening notes.
- b. The (flute, oboe) answers the (flute, oboe).
- c. The background is supplied by the (piano, organ, orchestra).
- d. The flute and oboe sound together (at the beginning, in the middle, at the end).
- e. While the record is being repeated, mark down the number of times each instrument is heard alone.

Flute _____ Oboe _____

3. Underline the word which best describes the sound of the instruments you HEAR, and suggest other adjectives which seem to apply

Oboe—piercing, ful, _____

English horn—reedy, blaring, _____

4. *Serenade* (d'Ambrosio)

- a. The melody is played on the (oboe, English horn).
- b. The accompaniment is supplied by the (piano, orchestra).

5. *Shepherd Song* (Wagner)

- a. The melody is played on the (oboe, English horn).
- b. The accompaniment is supplied by the (piano, harp).

6. *Theme from "Martha"* (Flotow)

- a. The melody is played on the (oboe, English horn).
- b. The accompaniment is supplied by the (piano, orchestra).
- c. The music suggests (sad, joyous) feelings.

Woodwinds: Oboe, English horn

7. Make these sentences correct statements by underlining the right word (or words) in brackets:
 - a. The oboe sounds (higher, lower) than the piccolo because it is (larger, smaller).
 - b. The oboe and English horn (are, are not) held like the flute.
 - c. The English horn is (longer, shorter) than the oboe, and the shape of its end is (similar, different).
 - d. The oboe sounds (higher, lower) than the English horn, and is (larger, smaller).
8. *The Calm from "William Tell"* (Rossini)
 - a. The melody is played on the (flute, English horn).
 - b. The instrument on which the trills are played is the (violin, flute).
 - c. The music sounds (exciting, soothing).
 - d. I am reminded of (birds singing, aeroplanes flying, horses galloping).

8. WOODWINDS: CLARINET, BASS CLARINET

1. Indicate the solo instruments and the accompaniments:

<u>Solo</u>	<u>Accompaniment</u>
a. piccolo, flute, oboe, English horn	piano, orchestra
b. piccolo, flute, oboe, English horn	piano, orchestra
c. piccolo, flute, oboe, English horn	piano, orchestra
d. piccolo, flute, oboe, English horn	piano, orchestra

2. *Waltz* (Brahms)

- a. In this selection we hear (one, two, more than two) (clarinets, flutes).
- b. The (piano, organ, harp) is played for the accompaniment.
- c. Underline the words which seem to apply:
 - i. staccato, smooth
 - ii. heavy, light
 - iii. joyful, mournful
 - iv. march, dance

3. *Theme from "Orpheus"* (Offenbach)

- a. This melody is (accompanied, unaccompanied).
- b. It is played on the (clarinet, flute).

4. *Theme from "Tasso"* (Liszt)

- a. The melody sounds (higher, lower) than the one in the last record played.
- b. It is played on the (clarinet, bass clarinet).

5. *Coronation March* (Meyerbeer)

- a. The solo is played on the (clarinet, bass clarinet).
- b. The (piano, orchestra) plays the accompaniment.
- c. The selection is called a march because of (the melody, the instruments used, the regular time in which it is played).

Woodwinds: Clarinet, Bass Clarinet

6. Make these sentences correct statements by underlining the right word (or words) in brackets:

- a. The clarinet sounds (higher, lower) than the bass clarinet because it is (larger, smaller).
- b. The shape of the bass clarinet resembles that of (a flute, an English horn, a saxophone).
- c. The clarinet is held in the same playing position as the (flute, oboe).

7. *Nocturne* (Chopin)

- a. The first solo instrument to be heard is the (clarinet, bass clarinet).
- b. It is later joined by the (piccolo, flute).
- c. The two instruments play (the same, different) notes.
- d. The (piano, orchestra) supplies the accompaniment.

9. WOODWINDS: BASSOON, CONTRABASSOON

1. *Seraglio* (Mozart)

- a. The (piccolo, bassoon) sounds the opening notes.
- b. It is answered by the (piccolo, bassoon).
- c. The accompaniment is supplied by the _____.
- d. Both instruments are heard at one time at the (beginning, end).

2. Underline the word which best describes the sound of the instruments you HEAR, and suggest other adjectives which seem to apply.

Bassoon—ringing, muffled, _____

Contrabassoon—heavy, brilliant, _____

3. *Theme from "Fidelio"* (Beethoven)

- a. The solo is played on the (bassoon, contrabassoon).
- b. It is (accompanied, unaccompanied).
- c. The low notes of the solo instrument could be compared to those of the (viola, 'cello).

4. Underline the word which is most closely associated in idea with the sound of the instruments heard, and suggest other IDEAS which you would associate with the sounds.

Bassoon—trees, flowers, _____

Contrabassoon—fear, hope, _____

5. *Scherzo* (Beethoven)

- a. The solo is played on the (bassoon, contrabassoon).
- b. The (piano, orchestra) plays the accompaniment.

6. Make these sentences correct statements by underlining the right word (or words) in brackets:

- a. The bassoon sounds (higher, lower) than the contrabassoon because it is (larger, smaller).
- b. The clarinet, flute, and bassoon are held (alike, differently).

Woodwinds: Bassoon, Contrabassoon

- c. The mouthpiece of the bassoon (is, is not) at the end of the instrument.
- d. The contrabassoon may be compared with a ('cello, bass violin).

7. *Romance* (Halevy)

- a. The (harp, piano, orchestra) plays the accompaniment.
- b. The (flute, clarinet) and (bassoon, contrabassoon) are heard in this duet.

8. *In the Hall of the Mountain King* (Grieg)

- a. The music at the beginning suggests (mystery, joy).
- b. Such low notes could be played on the (bass violin, violin, flute, bassoon.)
- c. As the selection progresses the music becomes (softer, louder), (slower, faster) and (higher, lower).
- d. Towards the end, the music suggests (mystery, joy, excitement).



A CONDUCTOR

An action photograph of Sir Ernest MacMillan conducting a rehearsal of the
Toronto Symphony Orchestra.

10. TEST

Name _____ Room _____

1. Write the names of the instruments you hear.

1. _____ 8. _____

2. _____ 9. _____

3. _____ 10. _____

4. _____ 11. _____

5. _____ 12. _____

6. _____ 13. _____

7. _____ 14. _____

15. _____

2. Underline the name of the instrument which is being played with the piano or orchestra.

1. violin, 'cello, clarinet

6. violin, 'cello, flute

2. violin, oboe, bassoon

7. clarinet, piccolo, flute

3. chimes, celesta, bells

8. celesta, chimes, bells

4. violin, flute, 'cello

9. flute, 'cello, violin

5. violas, clarinets, bassoons

10. 'cello, viola, bassoon

3. Underline the word in each of the following groups which indicates the accompaniment used for each solo or duet.

1. unaccompanied, piano, harp, orchestra

2. unaccompanied, piano, harp, orchestra

3. unaccompanied, piano, harp, orchestra

4. unaccompanied, piano, harp, orchestra

5. unaccompanied, piano, harp, orchestra

Test

4. Indicate the total number of instruments being played together.

1. one, two, three, more than three
2. one, two, three, more than three
3. one, two, three, more than three
4. one, two, three, more than three
5. one, two, three, more than three

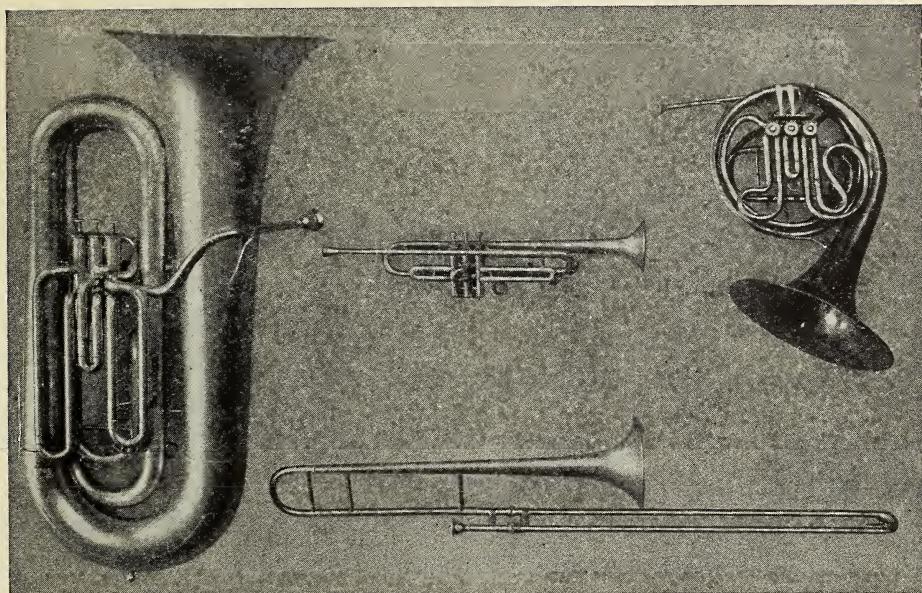
5. Names of Instruments.

1. _____

2. _____

3. _____

11. BRASSES: TRUMPET, FRENCH HORN



(Courtesy of Canadian Music Trades' Association.)

THE BRASS CHOIR

The Tuba is at the left and the French horn at the right. In the centre, the trumpet is above the trombone.

1. *Nazareth* (Gounod)

- The melody is played on the (violin, flute, trumpet).
- It is accompanied by the (piano, orchestra).

2. Underline the word which is most closely associated in idea with the sound of the instruments heard, and suggest other IDEAS which you would associate with the sounds.

Trumpet—flags, flowers, _____

French horn—nearness, distance, _____

3. *Theme from "Il Trovatore"* (Verdi)

- The melody is played on a (trumpet, French horn).
- It is accompanied by the (piano, orchestra).

Brasses: Trumpet, French horn

4. Underline the word which best describes how the sound of these instruments makes you FEEL, and suggest other words which seem to apply.

Trumpet—stirred, relaxed, _____

French horn—excited, soothed, _____

5. *Light Cavalry* (von Suppe)

- a. The melody is played on (one, two, three) (trumpets, French horns).
- b. The background is supplied by the (organ, piano, harp).
- c. The second time the theme is repeated, it is played more (loudly, softly).
- d. Write the name of the selection and the composer.

by _____

6. Make these sentences correct statements:

- a. A (longer, shorter) column of air vibrates through the French horn than through the trumpet.
- b. The trumpet can be played more (loudly, softly) than the violin.
- c. The (trumpet, French horn) sounds more like a (stringed, woodwind) instrument than does the (trumpet, French horn).
- d. The sound on a trumpet is produced by the vibrations of the (reeds, strings, lip).
- e. Suggest how a high note is played on a trumpet.

7. *Minuet* (Beethoven)

- a. Beside the accompaniment of the (piano, orchestra), one hears (one, two, three) (trumpets, French horns).
- b. The *Minuet* sounds (more, less) exciting than the *Light Cavalry* theme.

8. *Cavatine* (Beethoven)

- a. This is a duet of (trumpet, French horn) and (flute, oboe.)
- b. The two instruments (always, do not always) sound at the same time.
- c. The background is supplied by the (piano, harp).

12. BRASSES: TROMBONE, TUBA

1. Review

- a. Name the four instruments of the string choir.

- b. Name the eight instruments of the woodwind choir.

- c. Name four instruments of the brass choir.

2. Underline the word which best describes the sound of the instruments you HEAR, and suggest other adjectives which seem to apply.

Trombone—rich, husky, _____

Tuba—thumping, heavy, _____

3. *The First Nowell*

- a. The melody is played on the (trombone, tuba).

- b. It is accompanied by the (piano, orchestra).

- c. This selection is called a (march, Christmas Carol).

4. Underline the word which is most closely associated in idea with the sound of the instruments heard, and suggest other IDEAS which you would associate with the sounds.

Trombone—big ship, cottage, _____

Tuba—whales, horses, _____

5. a. Generally speaking, when the slide of the trombone is pushed out, a (lower, higher) note results.

- b. Notes on the tuba are varied by the use of (slides, valves).

Brasses: Trombone, Tuba

- c. Why do trombone players always march in the first line of the band?
-
-
-

- d. A boy with thick lips should play a (trumpet, tuba), but anyone with thin lips may play a (trumpet, tuba). Why?
-
-
-

6. *Serenade* (Schubert)

- a. The opening is played on the (piano, harp).
- b. The first wind instrument to be heard is the (trumpet, French horn, trombone).
- c. It is answered by the (trumpet, French horn, trombone).
- d. As the record is being played again, count the number of times each instrument plays a solo, and the number of times they are played together. Write your answers below.

Trumpet

Trombone

Together

7. *Theme from "Peer Gynt"* (Grieg)

- a. The (flute, piccolo) plays the opening notes.
- b. It is answered by the (oboe, clarinet).
- c. The background is supplied by the (piano, orchestra, organ).
- d. Count the number of times each solo instrument plays by itself.

Name of instrument

Times

13. THE BAND: WILLIAM TELL

1. What outstanding facts do you remember about William Tell?
-
-
-
-

In the music which you are to hear, Rossini, the composer, wishes to describe the country from which William Tell came. He does this in a series of four "tone pictures" like four chapters in a book.

2. *Dawn* (Rossini)

- a. The impression of sunrise is conveyed by the (loud, soft) (slow, fast) (soothing, exciting) character of the music.
- b. The signs of a coming storm are suggested by a (tuba, roll of drums).

3. *The Storm* (Rossini)

- a. First we hear (lightning, thunder, wind).
- b. Thunder is indicated by a (tuba, roll of drums).
- c. The (lightning, thunder, wind) (dies down, increases).
- d. The storm breaks (suddenly, gradually).
- e. The storm passes away (suddenly, gradually).

4. a. I (can, cannot) hear violins playing in these selections.

- b. This selection is played by (an orchestra, an organ, a band).
 - c. A band differs from an orchestra in that it has no (strings, woodwind, brass).
 - d. What three choirs of instruments make up a band?
-
-
-

The Band

- e. Name twelve wind instruments which you might find in a band.

5. *The Calm* (Rossini)

- a. The melody is played on the (English horn, bassoon).
- b. The instrument on which the trills are played is the (clarinet, flute).
- c. The background is supplied by the (piano, band, organ).
- d. This music is (exciting, soothing).
- e. I am reminded of (birds singing, aeroplanes flying, horses galloping).

6. *Finale* (Call to Arms) (Rossini)

- a. The opening notes are played by the (trumpet, French horn, trombone).
- b. The rhythm makes one think of (running, galloping, dancing).
- c. The music suggests feelings of (excitement, sorrow, content).

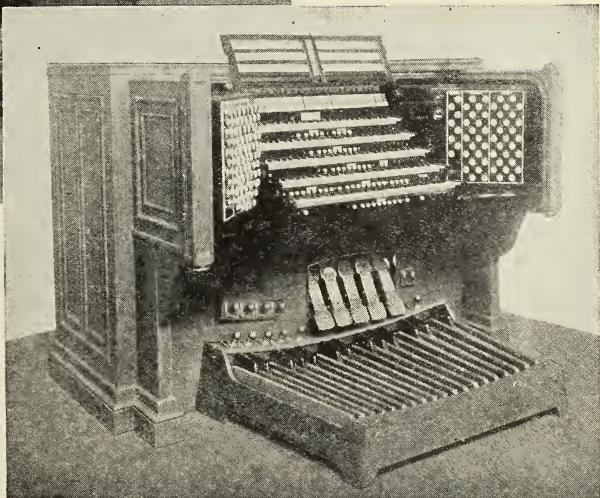
7. a. Which of the above "chapters," in your opinion, best describes its title?

-
- b. Which "chapter" do you like best? _____
- c. Why? _____
-
-



Two photographs of the console of a pipe organ.

In the photograph above the Canadian organ builder, Mr. Casavant, is shown seated at the console of the Royal York Hotel organ.



(Courtesy of Canadian Pacific Railway.)

The picture at the right shows the five manuals (keyboards), the couplers, stops, and pedals. This is one of the largest organs in Canada; it has 108 stops and a total number of 7,304 pipes.

14. THE PIPE ORGAN: CHRISTMAS MUSIC

1. *Christmas Fantasy*

Christians, Awake!

Christians, awake! salute the happy morn
Whereon the Saviour of the world was born;
Rise to adore the mystery of love,
Which hosts of angels chanted from above,
With them the joyful tidings first begun
Of God Incarnate and the Virgin's Son.

It Came Upon The Midnight Clear

It came upon the midnight clear,
That glorious song of old,
From angels bending near the earth
To touch their harps of gold:—
'Peace on the earth, goodwill to men,
From heaven's all-gracious King!'
The world in solemn stillness lay
To hear the angels sing.

Hark! the Herald Angels Sing

Hark! the herald angels sing,
'Glory to the new-born King,
Peace on earth, and mercy mild,
God and sinners reconciled'
Joyful, all ye nations, rise,
Join the triumph of the skies,
With the angelic host proclaim,
'Christ is born in Bethlehem.'
Hark! the herald angels sing,
'Glory to the new-born King.'

O Little Town of Bethlehem

O little town of Bethlehem
How still we see thee lie!
Above thy deep and dreamless sleep
The silent stars go by:
Yet in thy dark streets shineth
The everlasting Light;
The hopes and fears of all the years
Are met in thee to-night.

2. a. The tones sounded on the pipe organ are (the same, varied).
- b. In the last selection the (chimes, harp) could be heard.
- c. Organ tones are similar to those of a (piano, orchestra).

The Pipe Organ: Christmas Music

3. *Adeste Fideles*

- a. The solo is played on the (chimes, xylophone, bells).
- b. It is accompanied by the (piano, orchestra, organ).

4. *Christmas Fantasy*

Joy to the World

Joy to the world! the Lord is come:
Let earth receive her King;
Let every heart prepare Him room
And heaven and nature sing,
And heaven and nature sing,
And heaven, and heaven and nature sing.

God Rest You Merry, Gentlemen

God rest you merry, gentlemen,
Let nothing you dismay,
Remember Christ our Saviour
Was born on Christmas day,
To save us all from Satan's pow'r
When we are gone astray:
O tidings of comfort and joy,
comfort and joy,
O tidings of comfort and joy.

The First Nowell

The first Nowell the angel did say
Was to certain poor shepherds in fields as they lay:
In fields where they lay a-keeping their sheep
On a cold winter's night that was so deep.
Nowell, Nowell, Nowell, Nowell,
Born is the King of Israel.

5. *The First Nowell*

- a. The melody is played on the ('cello, bassoon, trombone).
- b. It is accompanied by the (piano, orchestra, organ).
- c. The melody is easier to hear when played on (the pipe organ, a solo instrument).

15. PLECTRUM INSTRUMENTS

1. *Gavotte* (Popper)

- a. The melody, played on the (violin, viola), is accompanied by the (piano, orchestra).
- b. The solo instrument is sounded by (blowing, striking, bowing).

2. *Badinage* (Herbert)

- a. The solo instrument, the (piccolo, flute), is accompanied by the (piano, orchestra).
- b. This solo instrument is sounded by (blowing, striking, bowing).

3. *Waltz* (Hummel)

- a. In this selection, the melody is played on the _____, and the accompaniment is provided by the _____.
- b. The sound is produced by (blowing, striking, bowing).

4. *Waltzing Doll* (Poldini)

- a. This selection is played on the _____.
- b. The sound is produced by _____.

5. *Waltz of the Flowers* (Tschaikowsky)

- a. The instrument heard is the _____.
- b. The sound is produced by _____.

6. The Violin

- a. The first melody sounds (short and staccato, smooth and flowing), and the second melody sounds _____.
- b. In the first melody, the sound is caused by the (bowing, plucking) of strings.
- c. In the second melody, the sound is caused by the (bowing, plucking) of the strings. This manner of playing is called PIZZICATO.

Plectrum Instruments

- d. The sound of the second melody reminds one of a (piano, guitar, trumpet).
7. a. Underline the names of any of the following instruments whose sounds are produced by the plucking of strings:
- | | | | |
|----------|-------------|-------|----------|
| trombone | clarinet | drums | mandolin |
| guitar | French horn | banjo | trumpet |
| bassoon | ukelele | flute | oboe |
- b. The four instruments which are plucked, _____, _____, _____, _____, are called PLECTRUM INSTRUMENTS.
8. *Roumanian Melody*
- a. The melody is played on a (mandolin, ukelele).
- b. The music would make a suitable (march, dance).

16. RHYTHM: DUPLE TIME



A REHEARSAL IN MASSEY HALL

Each member of an orchestra must play in strict time with every other member. In this photograph you can see the conductor with his baton. In this lesson you will learn something about conducting.

1. Percussion Instruments

- a. Indicate the order in which the recordings of the tom tom, tympani, bass drum, and snare drum are played.

1. _____

3. _____

2. _____

4. _____

- b. Why are drums played while soldiers are marching?
-
-

- c. Why do we march to two-beat time instead of to three-beat time?
-
-

2. The Snare Drum

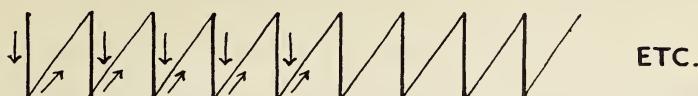
- a. The snare drum is beating time for (skipping, dancing, marching).
b. The (*Blue Danube*, *British Grenadiers*) could be sung or played to this snare drum accompaniment.

3. *Chant of Snake Dancers* (Hopi Indian Tune)

- a. The (snare drum, tom tom) is here used to accompany the (singer, singers).

Rhythm: Duple Time

- b. The beat of the (snare drum, tom tom) (remains the same, becomes faster, becomes slower).
- 4. Reproduce the following line to the teacher's count of 1-2-1-2- etc.



5. *Humoresque* (Dvorak)

- a. Reproduce the rhythm pattern in time with the music. Make one mark for each of the first four notes.
- b. The two beats become slower (in the middle, at the end).
- c. Stand, and using your pencil as a baton, direct in time with *Humoresque*.

6. *Andantino* (Thomas)

- a. Write the rhythm pattern for this selection in time with the music.

- b. Using your pencil as a baton, direct in time with the music.

7. *Gavotte* (Popper)

- a. Write the rhythm pattern for this selection in time with the music.
- b. Using your pencil as a baton, direct in time with the music.

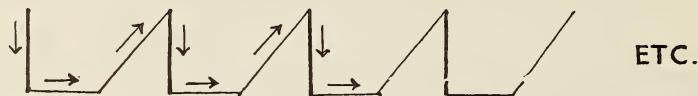
17. RHYTHM: TRIPLE TIME

1. *Soldier's Chorus* (Gounod)

- a. Write the rhythm pattern for this selection in time with the music.
-
-

- b. Using your pencil as a baton, direct in time with the music.

2. Reproduce the following pattern while the teacher counts 1-2-3-1-2-3, etc.



3. *Minuet* (Paderewski)

- a. Reproduce the above pattern in time with the music. The opening chord will warn you to be ready.
-
-

- b. Using your pencil as a baton, trace a triangle in the air repeatedly while the teacher counts 1-2-3-1-2-3, etc.

- c. Using your pencil as a baton, direct in time with the music.

Rhythm: Triple Time

4. *Waltz* (Brahms)

- a. Write the rhythm pattern for this selection in time with the music.

- b. Using your pencil as a baton, direct in time with the music.

5. Write the rhythm patterns for the following selections in time with the music.

a. *Cradle Song* (Schubert)

b. *Canzonetta* (Mendelssohn)

c. *Minuet* (Beethoven)

d. *Light Cavalry* (von Suppe)

e. *Waltz* (Hummel)

18. DANCES: MINUET, WALTZ

1. *Minuet* (Paderewski)

- a. The solo is played on the (violin, viola, 'cello).
- b. The (piano, orchestra) supplies the accompaniment.
- c. The rhythm is based on (two, three) beats.
- d. The speed of the music (varies, remains the same).

2. *Minuet* (Beethoven)

- a. The duet is played on two (trumpets, clarinets, French horns).
 - b. The (piano, orchestra) supplies the accompaniment.
 - c. The rhythm is based on (two, three) beats.
 - d. The speed of the music (varies, remains the same).
3. a. The music of the minuet suggests (dignified, quick) movement.
b. The music for the minuet always contains (two-, three-) beat rhythm,
and is played (slowly, quickly).

4. *Waltz* (Brahms)

- a. Beside the accompaniment of the (piano, orchestra) one hears (clarinets, flutes, bassoons).
- b. The rhythm is based on (two, three) beats.
- c. The music of the waltz is played (slower, faster) than that of a minuet.

5. *Waltzing Doll* (Poldini)

- a. The selection is played on the (piano, harp, celesta).
- b. The rhythm pattern is based on (two, three) beats.

6. a. The music for a waltz is based on (two, three) beats but is played (slower, faster) than music for a minuet.
b. Name three waltzes which you have heard.
-
-

Dances: Minuet, Waltz

7. *Elfin Dance* (Grieg)
 - a. The solo is played on the (violin, clarinet, flute).
 - b. The (piano, orchestra) provides the background.
 - c. The rhythm pattern is based on (two, three) beats.
8. *Elephants* (Saint-Saens)
 - a. The melody is played on (bass violins, tubas, bassoons).
 - b. The elephants are (marching, waltzing, dancing a minuet).
 - c. The idea of an elephant is suggested by the (rhythm, accompaniment, instruments heard).
9. *Dance Arabe* (Tschaikowsky)

Underline the words which you consider would apply to this selection.

mid-day, night	fast moving, slow moving
happy, sorrowful	exciting, soothing

19. MORE DANCES

1. *Selection* (Hummel)

- a. This selection is played by the (piano, organ, orchestra).
- b. It is a (minuet, waltz, concert waltz).

2. *Anitra's Dance* (Grieg)

- a. Anitra's dance is a (minuet, waltz).
- b. The melody is played on (one, more than one) violin.
- c. The choir most frequently heard is the (string, woodwind, brass) choir.
- d. One percussion instrument heard at intervals is the (tambourine, cymbal, triangle).

3. *Gavotte* (Popper)

- a. The solo is played on the (violin, viola) with (orchestral, piano) accompaniment.
- b. The music for the old dance called the gavotte, was always based on (double, triple) rhythm.
- c. A gavotte sounds more (jolly, dignified) than a minuet.

4. *Roumanian Dance*

- a. This dance is played in (double, triple) rhythm.
- b. The strings of the solo instruments are (plucked, bowed).

5. *Chinese Dance* (Tschaikowsky)

- a. The melody is played on the (flute and piccolo, flute and clarinet).
- b. The dance is written in (double, triple) rhythm.
- c. The short steps of the Chinese dancers are suggested by (percussion instruments, plucked strings).

More Dances

6. *Dance of the Fairy* (Tschaikowsky)
 - a. This selection is played on the (piano, harp, celesta,) with (orchestral, organ) accompaniment.
 - b. The dance music suggests (slow,fast) movement in (duple, triple) time.
7. *Russian Dance* (Tschaikowsky)
 - a. The melody is played on (a solo instrument, a number of instruments).
 - b. The dance is based on (duple, triple) rhythm.
 - c. The dance (moves at the same speed, grows faster).
8. Review for Test
 - a. Identification of instruments.
 - b. Background and accompaniment.
 - c. Rhythms.

20. TEST

Name _____

Room _____

1. Write the name of the instrument which plays the melody.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

2. Name the choirs to which the instruments heard in the following selections belong:

1. _____
2. _____
3. _____
4. _____
5. _____

3. Write the names of the two instruments heard in duet, and the type of accompaniment provided.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

Test

4. For each of the selections played, give the choir (string, brass, woodwind, percussion) to which the instrument which plays the melody belongs; and the rhythm (double, triple) upon which the selection is based.

1. _____
2. _____
3. _____
4. _____
5. _____

5. a. The selection played is known as a (waltz, minuet).
b. The _____ plays the solo.
c. The accompaniment is provided by the _____.
6. a. The selection played is known as a (waltz, minuet).
b. In this selection we hear (one, two, more) (clarinet, flute, oboe).
7. a. The accompaniment of this selection is played on the _____.
b. The melody is first played on the _____.
c. A third instrument heard is the _____.
d. The selection is based on (double, triple) time.

21. SOPRANO VOICES

1. Fill in the blanks:

Women's voices, high—

low—

Men's voices, high—

low—

2. *Lo! Here the Gentle Lark* (Bishop)

Sung by Mme. Galli-Curci

Lo! here the gentle lark, weary of rest,
From his moist cabinet mounts up on high,
And wakes the morning, from whose silver breast
The sun ariseth in true majesty,
The sun ariseth in true majesty.

- a. Mme. Galli-Curci's voice is (soprano, alto).
- b. The accompaniment is played by the (piano, orchestra).
- c. The instrument which is played with the voice is the (flute, clarinet).

3. a. Fill in the blanks:

INSTRUMENTS	CHOIR
violin, _____, _____, _____,	_____
flute, _____, _____, _____, _____, _____,	brass

b. The _____ choir is so called because _____

c. The _____ choir is so called because _____

d. The brass choir is so called because _____

4. *Badinage* (Herbert)

- a. The solo is played on the (flute, piccolo) which is a (soprano, alto) voice of the _____ choir.
- b. The (orchestra, piano) supplies the accompaniment.

Soprano Voices

5. *Elfin Dance* (Grieg)
 - a. The solo is played on the (flute, piccolo).
 - b. It is accompanied by the (piano, orchestra).

6. *Heaven May Forgive You* (Flotow)
 - a. The melody is played on the (piccolo, flute, oboe).
 - b. It is accompanied by the (piano, orchestra).
 - c. Three soprano members of the woodwind choir are:

7. *Serenata* (Moszkowski)
 - a. The solo is played on the (violin, viola) which is the soprano voice of the _____ choir.
 - b. The (orchestra, piano) supplies the accompaniment.

8. *Nazareth* (Gounod)
 - a. The solo is played on the _____ which is a soprano voice of the _____ choir.
 - b. The (piano, orchestra) supplies the accompaniment.

9. Using examples heard in questions 4, 5, 6, 7, and 8, complete the table:

SOPRANO INSTRUMENTS	
CHOIR	INSTRUMENTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

22. ALTO VOICES

1. *Lo! Here the Gentle Lark* (Bishop)

- a. Mme. Galli-Curci's voice is (soprano, alto).
- b. The instrument heard with the voice is the _____, which is a _____ voice of the _____ choir.
- c. The accompaniment is supplied by the (piano, orchestra).

2. *Negro Spiritual*

Oh, nobody knows the trouble I've seen, nobody knows but Jesus;
Nobody knows the trouble I've seen, Glory, hallelujah!
Sometimes I'm up, sometimes I'm down; Oh! yes, Lord!
Sometimes I'm almo' to the groun'; Oh! yes, Lord!
Oh! nobody knows the trouble I've seen, nobody knows but Jesus;
Nobody knows the trouble I've seen, Glory, hallelujah!

- a. Underline the words which are sung by the soloist.
- b. The soloist's voice is (higher, lower) than Mme. Galli-Curci's voice.
- c. The soloist's voice is (soprano, alto).

3. *Sweet and Low* (Barnby)

- a. The melody is played on the (violin, viola) which is the (soprano, alto) voice of the _____ choir.
- b. The (piano, orchestra) supplies the accompaniment.

4. *Toreador Song* (Bizet)

- a. The melody is played on the (violin, viola) which is the (soprano, alto) voice of the _____ choir.
- b. The (piano, orchestra) supplies the accompaniment.

5. *Waltz* (Brahms)

- a. The (piano, orchestra) supplies the accompaniment.
- b. Besides the accompaniment can be heard (one, two, three) (flutes, clarinets) which are (soprano, alto) voices of the _____ choir.

Alto Voices

6. *Theme from "Martha"* (Flotow)
 - a. This solo is (accompanied, unaccompanied).
 - b. The solo instrument is the (trumpet, French horn) which is the (soprano, alto) voice of the _____ choir.
7. Complete the following table:

CHOIR	SOPRANO	ALTO
String	_____	_____
Woodwind	_____	_____
Brass	_____	_____

23. TENOR VOICES

1. *Asleep in the Deep* (Lamb)

- a. A (man's, woman's) voice is heard in this selection.
- b. The voice sounds (high, low).
- c. The singer has a (soprano, alto, tenor, bass) voice.
- d. The (piano, orchestra) provides the accompaniment.

2. *Swing Low, Sweet Chariot* (Negro Spiritual)

Swing low, sweet chariot, coming for to carry me home,
Swing low, sweet chariot, coming for to carry me home.
I look'd over Jordan, and what did I see,
Coming for to carry me home?
A band of angels coming after me,
Coming for to carry me home.

Swing low, sweet chariot, coming for to carry me home,
Swing low, sweet chariot, coming for to carry me home.
I'm sometimes up an' sometimes down,
Coming for to carry me home,
But still my soul feels heav'ly bound,
Coming for to carry me home.

Swing low, sweet chariot, coming for to carry me home,
Swing low, sweet chariot, coming for to carry me home.
Swing low, sweet chariot, coming for to carry me home,
Swing low, sweet chariot, coming for to carry me home.

- a. Underline the words sung by one man's voice alone.
- b. The soloist's voice is (higher, lower) than the voice which sang *Asleep in the Deep*.
- c. This soloist has a (tenor, bass) voice.

3. *Song to the Evening Star* (Wagner)

- a. The solo is played on the _____ which is the (tenor, bass) voice of the _____ choir.
- b. The (piano, orchestra) supplies the accompaniment.

Tenor Voices

4. *The First Nowell*

- a. The solo is played on the (French horn, trombone).
- b. This instrument is the tenor voice of the _____ choir.
- c. The accompaniment is provided by the (piano, orchestra).

5. *Serenade* (Schubert)

- a. The trumpet and the _____ are accompanied by the (orchestra, piano, organ).
- b. The trumpet is the (soprano, alto) voice of the _____ choir.
- c. The _____ is the (tenor, bass) voice of the _____ choir.

6. *Deep River* (Negro Spiritual)

Deep river, my home is over Jordan,
Deep river, Lord, I want to cross over into campground.
Deep river, my home is over Jordan,
Deep river, Lord, I want to cross over into campground.
Oh, don't you want to go to that gospel feast,
That promis'd land where all is peace?
Oh! deep river, Lord, I want to cross over into campground.

- a. This selection is a (solo, duet, quartet) accompanied by the (piano, orchestra).

- b. The man's voice is (tenor, bass).

7. *Canzonetta* (Gaspari)

- a. The three instruments heard in this trio are

1. _____ 2. _____ 3. _____

- b. The trio is divided as follows:

Soprano voice _____ Tenor voice _____

Accompaniment _____

8. *Voice of Love* (Schumann)

- a. The three instruments heard in this trio are

1. _____ 2. _____ 3. _____

- b. The trio is divided as follows:

Soprano voice _____ Tenor voice _____

Accompaniment _____

24. BASS VOICES

1. *Asleep in the Deep* (Lamb)

Sung by Wilfred Glenn

Stormy the night and the waves roll high,
Bravely the ship doth ride;
Hark! while the light-house bell's solemn cry
Rings o'er the sullen tide.
There on the deck see two lovers stand,
Heart to heart beating and hand in hand.
Tho' death be near, she knows no fear,
While at her side is the one ever dear.

Loudly the bell in the old tower rings,
Bidding us list to the warning it brings.
Sailor, take care! Sailor, take care!
Danger is near thee, Beware! Beware!
Beware! Beware!
Many brave hearts are asleep in the deep,
So beware! Beware!

What of the storm when the night is o'er,
There is no trace or sign.
Save where the wreckage hath strewn the shore,
Peaceful the sun doth shine.
But when the wild raging storm did cease,
Under the billows two hearts found peace.
No more to part, no more of pain,
Now may the bell toll its warning in vain.

- a. Mr. Glenn's voice is (higher, lower) than a tenor voice.
- b. A man whose voice is high sings (tenor, bass).
- c. A man whose voice is low sings (tenor, bass).
- d. Mr. Glenn's voice is (tenor, bass).

2. Woodwind Instruments

- a. The first melody is played on the (flute, clarinet) which is a _____ voice of the _____ choir.
- b. The second melody is played on the (clarinet, bassoon) which is a _____ voice of the _____ choir.

3. *Soldiers' Chorus* (Gounod)

- a. The (piano, orchestra) supplies the accompaniment.
- b. The solo is played on the (clarinet, bassoon) which is (an alto, a bass) voice of the _____ choir.

Bass Voices

4. Woodwind Instruments.
- The first melody is played on the _____ which is a _____ voice of the _____ choir.
 - The second melody is played on the _____ which is a _____ voice of the _____ choir.
5. *Theme from "Aida"* (Verdi)
- The solo is (accompanied, unaccompanied).
 - The solo instrument is the ('cello, bass violin) which is the _____ voice of the _____ choir.
6. *Elephants* (Saint-Saens)
- The melody is played on the ('cello, bass violin).
 - The (other instruments of the orchestra, pianos) provide the accompaniment.
7. *Dragon Theme from "Siegfried"* (Wagner)
- The solo instrument is the (trombone, tuba) which is a _____ voice of the _____ choir.
 - The solo is (accompanied, unaccompanied).
8. Complete the following table:

CHOIR	SOPRANO	ALTO	TENOR	BASS
String	_____	_____	_____	_____
Brass	_____	_____	_____	_____
Woodwind	_____	_____	_____	_____

25. SOLOS and DUETS

1. *Theme from "William Tell"* (Rossini)
 - a. The melody is played on the ('cello, viola).
 - b. As only one instrument is being played, this is said to be an (accompanied, unaccompanied) (solo, duet).
 - c. Whistling while walking is a (solo, duet) with foot beat accompaniment.
 - d. A foot beat could be said to belong to the (string, percussion) choir.
2. *Sunrise Call* (Zuni-Troyer)
 - a. This selection is sung as a (solo, duet).
 - b. The accompaniment is provided by (the piano, drums).
3. *Deep River* (Negro Spiritual)

Deep river, my home is over Jordan,
Deep river, Lord, I want to cross over into campground.
Deep river, my home is over Jordan,
Deep river, Lord, I want to cross over into campground.
Oh, don't you want to go to that gospel feast,
That promis'd land where all is peace?
Oh! deep river, Lord, I want to cross over into campground.

- a. This selection is sung by (a woman, a man, two women, a man and a woman).
- b. It is sung as a (solo, duet) with _____ accompaniment.
- c. The melody is sung by (one person, two persons).

4. *Lord, I Want to be a Christian* (Negro Spiritual)

Lord, I want to be a Christian in my heart, in my heart,
Lord, I want to be a Christian in my heart.
In my heart, in my heart, in my heart, in my heart.
Lord, I want to be a Christian in my heart.

Lord, I want to be like Jesus in my heart, in my heart,
Lord, I want to be like Jesus in my heart.
In my heart, in my heart, in my heart, in my heart.
Lord, I want to be like Jesus in my heart.

- a. First playing. Underline the words sung by the (woman, man) soloist.

Solos and Duets

- b. Second playing. Doubly underline the words which are sung as a duet of (men's, women's) voices.
5. *Canzonetta* (Gaspari)
- The accompaniment is played on the (harp, piano).
 - The first part of the selection is a (solo, duet) played on the _____, while the last part is a (solo, duet) played on the _____ and _____.
6. *Serenade* (d'Ambrosio)
- The melody is played on (one, more than one) instrument(s).
 - This is a (solo, duet) of (flute, piccolo, oboe) (accompanied, unaccompanied) by the (orchestra, piano).
7. *Seraglio* (Mozart)
- The instruments heard in this duet are the (piccolo, violin) and the (bassoon, trombone).
 - It is a duet of (soprano and tenor, soprano and bass) instruments.
8. *Waltz* (Hummel)
- What instruments supply the following parts in this selection?
Melody _____ Harmony _____
Accompaniment _____ Rhythm _____
 - What instruments represent the following voices in this selection?
Soprano _____ Alto _____
Tenor _____ Bass _____

26. MIXED CHOIRS

1. Complete the following chart, showing how the sound is produced in each choir.

CHOIR	MEANS OF PRODUCING SOUND
a. Human	vibrations of vocal chords
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____

2. *Chant of Snake Dancers* (Hopi Indian Dance)

- a. Name the two choirs heard in this recording:

- _____ b. Which choir provides the melody and which the accompaniment?

Melody _____ Accompaniment _____

3. *Go Pretty Rose* (Marzials)

- a. The accompaniment is provided by the (piano, orchestra).
 b. Two instruments heard are the (violin, viola) and the (flute, oboe).
 c. The _____ plays the melody.
 d. The _____ choir and the _____ choir are heard in this recording.

4. *Air* (Halevy)

- a. The accompaniment is provided by the (piano, orchestra).
 b. Two instruments heard are the (violin, viola) and the (flute, English horn).
 c. The melody is played on the _____.

5. *Voice of Love* (Schumann)

- a. The accompaniment is provided by the (piano, orchestra).

Mixed Choirs

- b. This selection is played as a duet on the (violin, 'cello) and the (flute, clarinet).
- c. The melody is played on the _____.
- d. The _____ choir and the _____ choir are heard in this recording.
6. *Cavatine* (Beethoven)
- a. The accompaniment is provided by the (piano, orchestra).
- b. This selection is played on the (flute, oboe) and the (trumpet, French horn).
- c. The melody is played on the _____.
- d. The _____ choir and the _____ choir are heard in this recording.
7. a. Fill in the names of the instruments heard in questions 3, 4, 5, and 6, under the names of their choirs.

TITLE	STRING	WOODWIND	BRASS
<i>Go Pretty Rose</i>	_____	_____	_____
<i>Air</i>	_____	_____	_____
<i>Voice of Love</i>	_____	_____	_____
<i>Cavatine</i>	_____	_____	_____

- b. What is the purpose of combining two choirs for duets?
-
-
-

8. *Lo, Here the Gentle Lark* (Bishop)
- a. The melody is sung by a _____ voice of the _____ choir.
- b. The harmony or obligato is played by the _____ voice of the (string, woodwind) choir.
- c. The accompaniment is supplied by the (piano, orchestra, organ).
- d. The _____ choir and the _____ choir are heard in this recording.

27. MIXED VOICES

1. *Minuet* (Beethoven)

- a. This selection is played on two (clarinets, violas, trumpets) accompanied by the (piano, orchestra).
- b. The two instruments sound (the same, different) notes, but the tone of each is (the same, different).
- c. Both instruments are (soprano, alto) voices of the (string, brass, woodwind) choir.
- d. In the *Minuet*, the voices (are, are not) mixed.

2. *Seraglio* (Mozart)

- a. This (solo, duet) is played on (piccolo, flute, clarinet, bassoon).
- b. These instruments are (soprano, alto, tenor, bass) voices of the _____ choir.
- c. Here the voices (are, are not) mixed.

3. *Canzonetta* (Gaspari)

- a. The accompanying instrument is the (piano, harp).
- b. The first solo instrument is the (violin, flute).
- c. The melody is later played on the ('cello, bassoon).
- d. This is a duet of instruments of the _____ choir.

4. *Nobody Knows the Trouble I've Seen* (Negro Spiritual)

Oh, nobody knows the trouble I've seen, nobody knows but Jesus;
Nobody knows the trouble I've seen, Glory, hallelujah!
Sometimes I'm up, sometimes I'm down; Oh! yes, Lord!
Sometimes I'm almo' to the groun'; Oh! yes, Lord!
Oh! nobody knows the trouble I've seen, nobody knows but Jesus;
Nobody knows the trouble I've seen, Glory, hallelujah!

- a. Underline singly the words sung by two (men's, women's) voices.
- b. Doubly underline the words sung by more than two voices.
- c. The words not underlined are sung as a (solo, duet, quartet).
The words singly underlined are sung as a (solo, duet, quartet).
- d. What voices were heard in the following parts?

Duet _____

Quartet _____

Mixed Voices

5. *Serenade* (Schubert)

- The accompaniment is provided by the (piano, orchestra).
- The instruments heard in this duet are _____ and _____.
- They are _____ and _____ voices of the _____ choir.

6. *Lead Through Life* (Kullak)

- Five instruments of the _____ choir are heard in this selection.
- List the names of the instruments which might have been played:

7. *Waltz* (Hummel)

- What instrument represents the following voices in this selection:
Soprano _____ Alto _____
Tenor _____ Bass _____
- Why is the piano more popular than the violin?

28. MIXED CHOIRS AND VOICES — THE ORCHESTRA

1. *Deep River* (Negro Spiritual)

- a. (The man is, The woman is, Both are) singing the melody.
- b. The woman's voice sounds (higher than, the same as) the man's voice.
- c. They are singing in (unison, harmony).
- d. In this recording, the (choirs, voices) are mixed.

2. *Tortoise* (Saint-Saens)

- a. The (orchestra, piano) is playing the melody.
- b. The (orchestra, piano) is playing the accompaniment.
- c. The orchestra is playing in (unison, harmony).
- d. The (string, brass) choir is predominant.

3. *Badinage* (Herbert)

- a. The melody is played on the _____ which is a _____ voice of the _____ choir.
 - b. The accompaniment is played by the (orchestra, piano).
 - c. What choirs are heard in the accompaniment? _____
-
-

4. *Dance of the Flutes* (Tschaikowsky)

- a. In the beginning is heard a (trio, solo) of (string, woodwind) instruments.
- b. The melody is then played by a (duet, choir) of (brass, string, woodwind) instruments.
- c. In the last part of the selection, the flutes are accompanied by the (piano, orchestra).

5. *Russian Dance* (Tschaikowsky)

- a. The melody is played by (a solo instrument, a choir of instruments).
- b. Generally speaking, the (string, woodwind, brass) choir predominates.
- c. One hears (a few, many) instruments of the orchestra.

The Orchestra

6. *Marche* (Tschaikowsky)
 - a. (All, Not all) of the instruments of the orchestra play throughout the whole selection.
 - b. The orchestral choirs (do, do not) include the human choir.
7. *Overture Miniature* (Tschaikowsky)
 - a. In this overture we hear mainly the (soprano and alto, tenor and bass) voices of the orchestral choirs.
 - b. Underline the choirs which seem to predominate:
string woodwind brass percussion
 - c. The miniature idea in the title is suggested in the music by (the use of high-pitched instruments, the brevity of the selection).

29. THE STORY OF PEER GYNT

1. The Story

Peer Gynt, a youth of twenty, lived in Norway. Dissatisfied with his home, he wandered off into the mountains where he met the Troll King's daughter who took Peer to her father. The Troll king sat upon his throne surrounded by Troll imps, ugly brown little creatures, and Troll witches.

As the guest of the Troll king, Peer lived in splendour for several weeks, but his restless spirit would not allow him to remain in one place. He attempted to escape but was pursued down the mountain side by a band of Trolls. Peer's long legs placed him well in the lead, but unfortunately he tripped and his pursuers literally piled on top of him. A terrific fight ensued, but Peer freed himself. Leaping a chasm over which the Trolls could not possibly follow, he gained his freedom.

Peer now went to live in the forest near his old home, and there met a beautiful girl by the name of Solveig. They fell in love with each other, but Peer, thinking himself unworthy of her love, went out into the world to seek his fortune. Solveig promised to wait for his return.

He journeyed through foreign lands and had many strange adventures. In far off Morocco, he became a wealthy merchant. Once, on the desert, he found a beautiful white horse and a bundle of gorgeous robes which had been stolen from an Arab sheik. Donning the robes and mounting the horse, he rode afar and was taken for a prophet. Everywhere he was treated in a kingly manner. Beautiful Arabian girls danced for him. Anitra, a chief's daughter, was the most lovely dancer of all. So graceful was she that Peer gave her all his gold.

So for many years, Peer wandered over the world until, old and penniless, he returned to his home in Norway to find Solveig, now also old and white-haired, waiting for him.

2. *Morning* (Grieg)

- a. The music describes a sunrise in Norway in its suggestion of (peacefulness, sadness, joy).
 - b. The instruments heard are _____
-

3. *In the Hall of the Mountain King*

- a. The opening theme suggests (sadness, joy, excitement).
- b. Such low notes could be played by the (bass violin, flute, bassoon, trumpet).
- c. The chase begins (in front of, at some distance from) the listeners.

Peer Gynt

- d. Peer's fight with the Trolls takes place (in front of, at some distance from) the listeners.
 - e. His final leap over the chasm is represented by the (high notes, roll of the kettle drum, loud chords).
 - f. Underline the words which best describe the gradual change which takes place in the music. higher, lower slower, faster
softer, louder more exciting, more peaceful.
4. *Anitra's Dance*
- a. Anitra is dancing (in the sand, on a wooden platform) (in her bare feet, wearing sandals).
 - b. The tinkle of her bracelets and anklets is suggested by the (cymbal, chime, triangle).
 - c. The pizzicato notes represent Anitra (swaying, dancing on her toes, twirling).
 - d. The (string, brass) choir is NOT represented in this selection.
 - e. The dance is played in (double, triple) time.
5. *Solveig's Song*
- a. The opening notes played by the (piano, orchestra) suggest (joy, sadness).
 - b. Solveig has (a soprano, an alto) voice.
 - c. The second part of her song is sung (with, without) words.
 - d. This second part suggests (sadness, hopefulness, joy).

30. TEST

1. Write the name and voice of each instrument heard.

INSTRUMENT

VOICE (soprano, etc.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2. Write the names of the percussion instruments you hear.

1. _____
2. _____
3. _____
4. _____
5. _____

3. Write the names of the three instruments heard in each of the following selections:

1. _____
2. _____
3. _____
4. _____
5. _____

4. Negro Spiritual

1. This is a (duet, trio, quartet).
2. The melody is being sung by (one person, two persons).
3. The singing is accompanied by the (piano, orchestra).
4. The melody is written in (double, triple) time.

Test

5. Write the names of the choirs of the instruments which are heard in duet with piano accompaniment.

1. _____

2. _____

3. _____

31. MELODY

I LIKE TO LISTEN TO MUSIC

1. a. The above sentence is a (simple, complex, compound) sentence.
b. This sentence is composed of a (principal, subordinate) clause.
2. *Will o' the Wisp* (Berlioz)
 - a. This solo is played on the (violin, piccolo).
 - b. It is known as the (melody, harmony, accompaniment).
 - c. The (melody, harmony, accompaniment) may be compared to a (principal, subordinate) clause.
 - d. The selection heard may be compared to a (complex, simple) sentence.

WHEN EVERYTHING IS STILL, I LIKE TO LISTEN TO MUSIC

3. a. What are the two clauses in the sentence above?

----- principal clause

----- subordinate clause

- b. What determined your choice of the principal clause?

- c. What determined your choice of the subordinate clause?

- d. The sentence is (simple, complex, compound).

4. *Chant of Snake Dancers* (Hopi Indian Dance)

- a. The melody is carried by _____

- b. The accompaniment is played on _____

- c. The melody in this selection may be compared to a (principal, subordinate) clause.

- d. Give your reasons for the statement above.

- e. The accompaniment may be compared to the (principal, subordinate) clause.

- f. Give your reason for the statement above.

- g. This Indian Chant could be compared to a (simple, complex) sentence.

Melody

5. *Serenade* (d'Ambrosio)
 - a. The melody is played on the (oboe, piano).
 - b. The accompaniment is played on the (oboe, piano).
 - c. The melody, played on the _____, may be compared to a (principal, subordinate) clause, and the accompaniment, played on the _____, may be compared to a (principal, subordinate) clause.
 - d. The *Serenade* may be compared to a (simple, complex) sentence.
6. *Minuet* (Paderewski)
 - a. The melody is played on the (viola, 'cello), and the accompaniment is played by the (orchestra, piano).
 - b. The "principal theme" is played by the _____, and the "subordinate themes" are played by the _____.
 - c. The minuet may be compared to a (simple, complex) sentence.
7. *Shepherd's Song* (Wagner)
 - a. The melody, or principal theme, is played on the (English horn, viola).
 - b. The accompaniment, or subordinate part of the selection, is played on the (piano, harp).
8. *Soldiers' Chorus* (Gounod)
 - a. The principal theme is played on the (bassoon, trombone), and the subordinate parts are played by the (piano, orchestra).
 - b. The subordinate part of the *Minuet* is (more, less) complicated than that of the *Shepherd's Song*.
 - c. The *Shepherd's Song* is a (more, less) complex musical message than the *Soldiers' Chorus*.

32. MELODY and HARMONY

1. a. Two colours are said to harmonize when they (clash, are opposite, look well together).
b. Two people live in harmony when they (fight, disagree, live happily) with each other.
c. Musical notes are said to be in harmony when they sound (the same, loud, pleasing together).
2. *Theme from "Martha"* (Flotow)
 - a. The instrument played was the (French horn, trumpet).
 - b. This is an example of (melody, melody and harmony).
 - c. In order to have harmony there must be (one, more than one) note.
3. *Serenata* (Moszkowski)
 - a. This selection may be compared to a (simple, complex) sentence.
 - b. The (violin, viola) supplies the (melody, harmony and accompaniment) which may be compared to the (principal, subordinate) clause in a sentence.
 - c. The (piano, orchestra) supplies the (melody, harmony and accompaniment) which may be compared to the (principal, subordinate) clause in a sentence.

WHEN EVERYTHING IS STILL, AND WHEN NO ONE IS TALKING, I LIKE TO LISTEN TO MUSIC.

4. a. What are the clauses in the sentence above?

----- Principal clause
----- Subordinate clause
----- Subordinate clause

- b. The above sentence is called (simple, complex).

5. *Valse Brillante* (Chopin)

- a. Three instruments heard in this selection are:

Melody and Harmony

- b. What instruments do the following work:

Melody _____ Principal clause _____

Harmony Subordinate clause

Accompaniment _____ Subordinate clause _____

- c. This selection is written in a (more, less) complex form than *Serenata* (question 3).

6. Chinese Song

- a. Underline which of the following ideas express the difference between Chinese music and ours:

melody kinds of instruments

- b. The combination of notes in Chinese music sounds in (concord, discord) to our ears.

7. *Canzonetta* (Gaspari)

- a. The first part of this selection may be compared to a complex sentence which contains one subordinate clause. What instruments do the following work:

Melody _____ (principal, subordinate) clause

Accompaniment _____ (principal, subordinate) clause

- b. The second part of this selection may be compared to a complex sentence which has two subordinate clauses. What instruments do the following work:

Melody _____ (principal, subordinate) clause

Harmony _____ (principal, subordinate) clause

Accompaniment _____ (principal, subordinate) clause

8. *Waltz* (Brahms)

- a. Three instruments in this selection are

- b. Indicate what instruments do the following work:

Melody	Principal clause
Harmony	Subordinate clause
Accompaniment	Subordinate clause

33. CARNIVAL OF THE ANIMALS

1. *Introduction and Royal March of the Lion*

- a. The music imitates the stately march of the lion and
 - b. The piano imitates the (snare drum, tom tom, chimes) in the march.

2. *Hens and Cocks*

- a. The screeching of the hens and roosters is produced on the (trumpets, violins, bassoons).

3. *Mules*

- a. In the race between the two mules the music is played entirely on the _____.

b. Of the last three selections I prefer _____.

4. Tortoises

- a. The music describes the tortoise by means of (melody, instruments used, tempo).
 - b. The melody is played by the (pianos, orchestra).

5. *Elephants*

- a. What instrument is used to portray the elephant? _____.
 - b. The elephants are represented as (marching, waltzing, skipping).

6. *Kangaroos*

- a. What characteristic of the kangaroo is the composer suggesting?

- b. The kangaroos are (coming closer, running away).
c. Of the last three selections I prefer _____.

7. *Aquarium*

- a. The sparkle of the water is suggested by (cymbals, castanets, bells).
 - b. Which of the following phrases is suggested?

the colour of the fish

the motion of the fish

the movement of the water

the swaying plant life

Carnival of the Animals

8. Personages with Long Ears

- a. The donkey's bray is imitated on the (violin, clarinet, trombone).

9. Cuckoo in the Woods

- a. The voice of the cuckoo is imitated on the ('cello, clarinet, trumpet).
- b. The soft murmurs of the woods are suggested by the (orchestra, organ, pianos).
- c. Of the last three selections I prefer _____.

10. The Birds

- a. What instrument represents the song of the birds? _____

11. Fossils

- a. A percussion instrument heard in this selection is the (chimes, xylophone, bells).

12. The Swan

- a. The melody is played by the ('cello, bassoon, trombone).
- b. The broken surface of the water is suggested by the (melody, accompaniment).
- c. The melody suggests a feeling of (restfulness, excitement).
- d. Of the last three selections I prefer _____.

13. Pianists

- a. The pianists are playing (scales, exercises, melodies).
- b. They sound (enthusiastic, joyful, tired).

14. Finale

- a. The orchestra reviews the *Carnival* by playing snatches from the various themes. Write the names of any themes you recognize.
-
-
-
-
-
-
-

34. MELODY, HARMONY and RHYTHM

1. Instruments of the Orchestra

- a. The instrument heard is the (snare drum, kettledrums), a member of the _____ choir.
- b. This drum tells us something about (melody, harmony, rhythm).
- c. This drum solo might be compared to a (simple, complex) sentence.
- d. If one were to whistle *British Grenadiers* with the drum, the whistle would supply the (melody, accompaniment), or the (principal, subordinate) theme, and the drum would provide the (melody, accompaniment), or the (principal, subordinate) part of the duet.

2. *Will o' the Wisp* (Berlioz)

- a. One factor of music present in this selection is (melody, harmony, rhythm).
- b. The instrument heard is the _____.

3. *Chant of Snake Dancers* (Hopi Indian Dance)

- a. Two factors of music present in this selection are (melody, harmony, rhythm).
- b. The accompaniment of the (tom tom, bass drum) provides (harmony, rhythm).
- c. The melody is supplied by _____.
- d. The (harmonic, rhythmic) accompaniment is subordinate to the principal part of the Chant which is expressed by the _____.

4. *Light Cavalry* (von Suppe)

- a. The opening notes played by the (piano, orchestra) suggest the (melody, rhythm).
- b. The opening notes sound in (concord, discord) with the melody which follows.
- c. The two (trumpets, French horns) are playing in (harmony, unison).
- d. The (piano, orchestral) accompaniment provides (harmony, melody) as well as (rhythm, melody).

Melody, Harmony and Rhythm

5. *Canzonetta* (Gaspari)

- a. The opening notes are played on the (piano, harp).
 - b. These opening notes suggest a (melody, rhythm).
 - c. The (piano, harp) accompaniment provides (harmony, melody) as well as (rhythm, melody).
6. a. In questions 3, 4, and 5 were heard accompaniments provided by the _____, _____, and _____.
- b. All of these accompaniments suggested (melody, harmony, rhythm).
 - c. One accompaniment, the _____, suggested only (melody, harmony, rhythm).

7. *Theme from "Leonora"* (Beethoven)

- a. This selection is played on the (trumpet, French horn).
 - b. In the selection we hear (melody, harmony, rhythm).
 - c. Rhythm (can, cannot) be heard in an unaccompanied melody.
8. *Minuet* (Beethoven)
- a. The (trumpets, French horns) are played in (unison, harmony).
 - b. The accompaniment is supplied by the (piano, orchestra).
 - c. What instruments do the following work?

Melody _____

Harmony _____

Rhythm _____

35. NUTCRACKER SUITE

A little girl having eaten too many sweets, dreams of her Christmas tree around which the toys and dolls are holding a carnival led by "Nutcracker, the Prince of Fairyland".

1. *Overture Miniature*

- a. Underline words in each of the following groups which you consider would apply to this selection: brass, strings, high notes, low notes, sorrowful, bright, amusing, serious, sunlight, shadows, band, orchestra.
- b. By its (regular, irregular) rhythm, the overture sounds like a (march, dance).
- c. The "miniature" idea is suggested by (the high pitch of the notes, the brevity of the composition).

2. *March*

- a. This is unlike a military march as (the time is irregular, there are no drums).
- b. For regular marching speed, the time is (fast, slow).
- c. This would indicate that it was intended for a march of (toys, animals, soldiers).

3. *Chinese Dance*

- a. The Chinese tune is played on the (flute and piccolo, trumpet and trombone).
- b. The little steps of the doll are suggested by (beats on the tom tom, pizzicato strings).
- c. At the conclusion one hears (castanets, bells, a xylophone).

4. *Dance of the Flutes*

- a. This dance is (dainty, awkward, lumbering).
- b. The rhythm pattern is based on (double, triple) time.
- c. The last note of the dance is played on the (piccolo, castanets, cymbal).

Nutcracker Suite

5. *Dance Arabe*

- a. Indicate titles of books or motion pictures which are brought to mind by this music.

- b. A percussion instrument heard throughout the dance is the (triangle, tambourine, celesta).

6. *Dance of the Sugar Plum Fairies*

- a. The melody is played by the (piano, harp, celesta).
- b. This instrument plays (one, two, more than two) notes.
- c. The dance is (slow, fast).

7. *Russian Dance*

- a. This dance is (slower, faster) than the last dance.
- b. During the dance, the dancer (claps his hands, stamps his feet, shouts).
- c. At the conclusion, the dancer (moves more gracefully, twirls faster, bows gracefully).

36. REVIEW — What You Know

1. Place the following names in their correct position on the chart given below: flute, trumpet, viola, contrabassoon, 'cello, French horn, violin, tuba, clarinet.

CHOIR	SOPRANO	ALTO	TENOR	BASS
String				
Woodwind				
Brass				

2. Explain the following terms:

- a. Unaccompanied _____
- b. Choir _____
- c. Solo _____
- d. Unison _____
- e. Harmony _____
- f. Minuet _____
- g. Concord _____
- h. Voice _____
- i. Discord _____
- j. String quartet _____

3. List four ways in which musical sound is produced.

- a. _____
- b. _____
- c. _____
- d. _____

4. a. Name four instruments on which only one note at one time can be sounded.

- b. How can one produce more than one note at one time on a violin?

- c. List three instruments on which one can play five notes or more simultaneously.

Review — What You Know

- d. Name three percussion instruments on which one can only produce one sound.

e. Name three percussion instruments on which one can play a melody.

- 5. Point out the differences in the following:**

a. Band and orchestra

b. Piano and Organ

c. Grand and Upright Piano

6. Underline words which express what you would expect to hear in the orchestral music having the following titles:

a. *Ride of the Valkyries*

(loud, soft) (exciting, soothing) (fast, slow).

b. *Voice of Spring*

(soothing, exciting) (strings, brass)

c. *Dance of the Elves*

(woodwind, brass) (fast, slow) (regular rhythm, irregular rhythm).

d. *Minuet*

(strings, brass) (duple, triple time) (fast, slow).

e. *Serenade*

(strings, brass) (loud, soft) (exciting, soothing).

37. REVIEW — What You Hear

1. Themes will be played from the records illustrating orchestral instruments. Write the names of the instruments as they are played.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____
10. _____ 11. _____ 12. _____

2. What instruments were not played in the first question?

STRINGS _____

WOODWIND _____

BRASS _____

3. Underline characteristics of the following selections:

Solo Instrument	How Accompanied	Duple or Triple Rhythm
--------------------	--------------------	---------------------------

- | | | |
|-----------------------|-------|-------|
| a. <i>Serenade</i> | _____ | _____ |
| b. <i>Nocturne</i> | _____ | _____ |
| c. <i>Badinage</i> | _____ | _____ |
| d. <i>Humoresque</i> | _____ | _____ |
| e. <i>Scherzo</i> | _____ | _____ |
| f. <i>Minuet</i> | _____ | _____ |
| g. <i>Gavotte</i> | _____ | _____ |
| h. <i>Cradle Song</i> | _____ | _____ |
| i. <i>Andantino</i> | _____ | _____ |
| j. <i>Elfin Dance</i> | _____ | _____ |

7. What instruments are being played in duet with piano accompaniment?

- | | | |
|----------------------------------|-------|-------|
| a. <i>Theme from "Peer Gynt"</i> | _____ | _____ |
| b. <i>Seraglio</i> | _____ | _____ |
| c. <i>Serenade</i> | _____ | _____ |
| d. <i>Go, Pretty Rose</i> | _____ | _____ |

Review — What You Hear

5. Indicate what voice combinations are used in the duets listed in question 4.
(Soprano-Tenor, Soprano-Alto, etc.)

- a. _____ c. _____
b. _____ d. _____

38. FINAL TEST

1. Write the name of the instrument on which the melody is played, and underline the word which applies to that selection.

- | | | |
|----------|-------------------------|-----------|
| 1. _____ | (piano, orchestra) | 6. _____ |
| 2. _____ | (piano, orchestra) | 7. _____ |
| 3. _____ | (march, dance) | 8. _____ |
| 4. _____ | (Beethoven, Paderewski) | 9. _____ |
| 5. _____ | (waltz, minuet) | 10. _____ |

2. Underline the name of the instrument on which the melody is played, and doubly underline the name of the instrument on which the harmony is played, in the following selections.

- | | |
|--------------------------------|-----------------------------|
| 1. oboe, French horn, flute | 4. flute, clarinet, 'cello, |
| 2. clarinet, 'cello, bassoon | 5. flute, oboe, clarinet |
| 3. violin, English horn, viola | 6. piccolo, flute, violin |

3. What instruments besides the violin are heard in the following recordings?

1. _____ 2. _____

4. In each selection, tell what two instruments are playing, what voice combination (alto-tenor, tenor-bass, etc.) the two instruments form, and the rhythm in which the selection is written.

Instruments in Duet	Voice Combination	Rhythm
---------------------	-------------------	--------

- | | | |
|----------|-------|-------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |

5. Indicate by number the order in which the following recordings are played.

- | | |
|-------------------------------|-------------------------------|
| () <i>Morning</i> | () <i>Elfin Dance</i> |
| () <i>Sweet and Low</i> | () <i>Toreador Song</i> |

COMPOSERS WE HAVE MET

List the names of the composers as you encounter them in your lessons.

B

M

C

D

F

G

H

K

L

O

P

R

S

T

V

W

Z

RADIO PAGE

Individual Artists	Voice or Instrument

RADIO PAGE

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